

**SFST INSTRUCTOR DEVELOPMENT TRAINING
REMEDIAL QUIZ**

NAME _____ DATE _____

AGENCY _____

1. Name the three differences between children and adults as learners (only list adult differences).

1. _____

2. _____

3. _____

2. How do adults learn best (three most efficient ways)?

1. _____

2. _____

3. _____

3. What teaching combination provides the “most” efficient learning experience?

4. What is the four-step process of teaching and learning?

1. _____

2. _____

3. _____

4. _____

5. What “Domain of Learning” gets the greatest attention during the SFST School?

6. What is the key element of the “method outline” used in the SFST lesson plans?

7. Name one purpose for the SFST lesson plans.

8. How many sessions in the SFST School?

9. What are the two basic qualities of a good instructor?

1.

2.

10. Name one of the three considerations used by trainers when handling classroom problem situations.

11. What is a pre-directed question?

12. Name one advantage of team teaching.

13. What is one of the “main” purposes of training aids?

14. What is the “suggested” ratio of volunteer drinkers to every three-to-five SFST students?

A. 1 to 3/5

B. 2 to 3/5

C. 3 to 3/5

D. 4 to 3/5

15. It is strongly recommended that police officers be used as volunteer drinkers.

- A. True
- B. False

16. Name one of the three fundamental skills required for effective teaching.

17. Sole use of overhead/undirected questioning techniques provokes active participation in the learning process?

- A. True
- B. False

18. Identify the three validated clues of Horizontal Gaze Nystagmus.

1. _____

2. _____

3. _____

19. Identify the eight validated clues of the Walk and Turn test.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

20. List the four validated clues of the One Leg Stand test.

1. _____

2. _____

3. _____

4. _____

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ANSWER SHEET

1. Adults need to validate information based on experience and beliefs. Adults expect immediate use of learning. Adults have past experiences to draw from and have fixed viewpoints.
2. Verbal. Visual. Hands-on experiences in realistic environment.
3. Visual symbols combined with verbal symbols.
4. Preparation. Presentation. Coaching/Practice. Evaluation.
5. Psychomotor or skill domain.
6. It specifies “how” the lesson plan will be taught.
7. To help you get ready to teach. To ensure consistency in training. To help you stay on track.
8. 16
9. Able to perform the task(s) being taught. Able to teach task(s).
10. Eliminate or minimize problem behavior. Maintain participants self-esteem. Avoid further disruption to learning.
11. One specific student is chosen to answer before the question is posed.
12. Second instructor is a resource. Better to assess student reactions to material. Shared workload.
13. Focus attention on what is being taught.
14. A. (1 volunteer to every 3/5 students).
15. False.
16. Planning. Communication. Coaching.
17. False.

18. Lack of smooth pursuit. Distinct and sustained nystagmus at maximum deviation. Onset of nystagmus prior to 45 degrees.
19. (1) Failure to maintain balance. (2) Starts too soon. (3) Stops walking. (4) Misses heel-to-toe. (5) Steps off line. (6) Raises arms for balance. (7) Wrong number of steps. (8) Improper turn.
20. (1) Sways. (2) Uses arms for balance. (3) Hops. (4) Puts foot down.